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ABSTRACT

The objectives and assessment characteristics of the Georgia Criterion-Referenced Tests for grade 1 are given to show teachers the range of content and type of questions. In mathematics, objectives are defined in areas of: (1) concept identification, recognition of the names and relationships between numbers; (2) component operations, use of addition, subtraction, and measurements; and (3) problem solving. In reading, objectives are defined for: (1) concepts for reading, basic sounds, and concepts; (2) literal comprehension, understanding of explicitly stated material; and (3) inferential comprehension, understanding of implicit information. Assessment characteristics define the content required in grade 1. Sample questions accompany each objective. The strategies students may be using in incorrect choices are highlighted with each sample question. (SLD)

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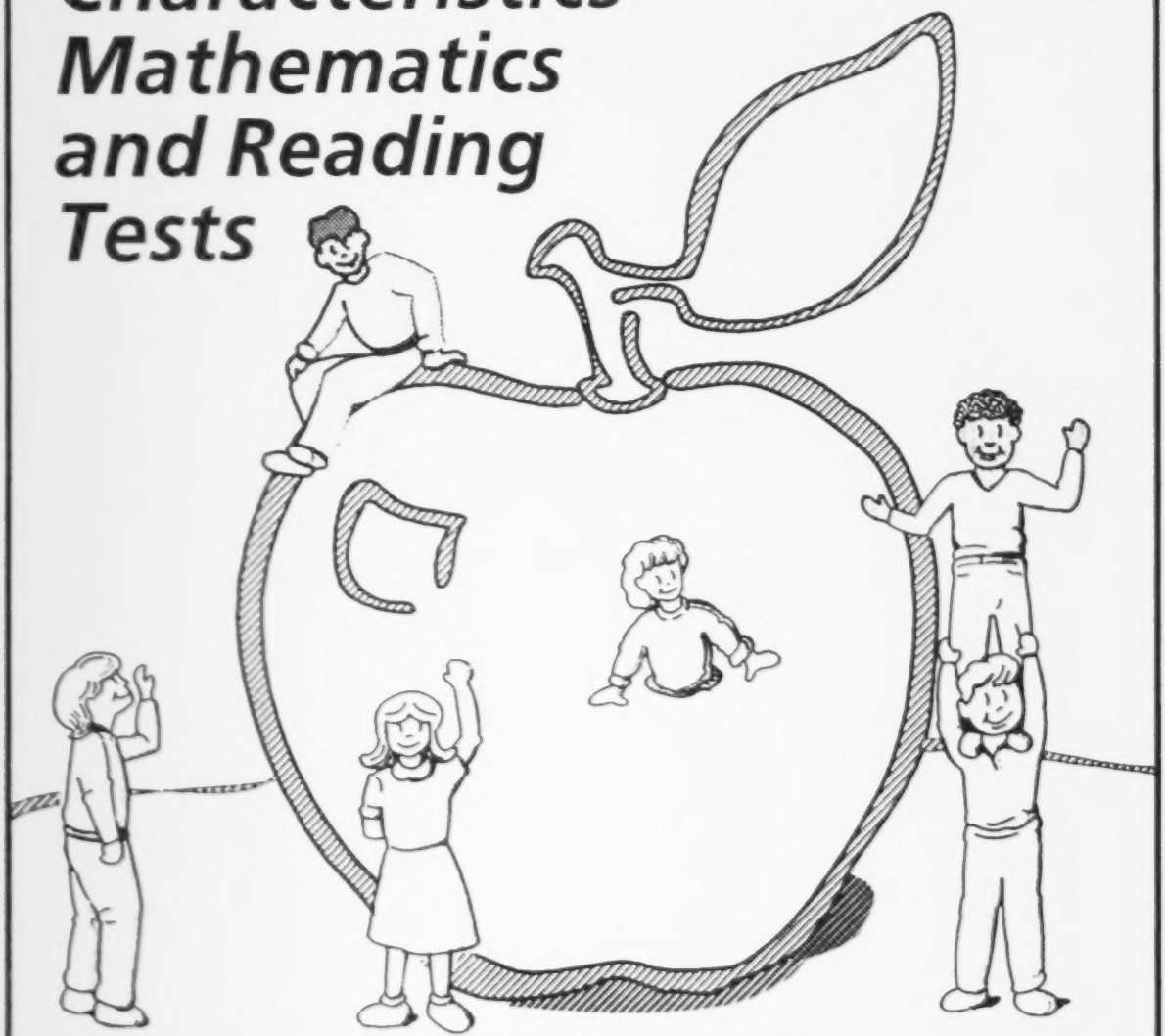
GEORGIA CRITERION-REFERENCED TESTS

FIRST GRADE

Objectives and Assessment Characteristics-- Mathematics and Reading Tests



REVISED FEBRUARY 1988

Georgia Department of Education

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FOREWORD

Since the development process of the first grade CRT began in 1980, many Georgia educators have contributed to all aspects of the test preparation. For the three field-test cycles, questions have been written and reviewed by kindergarten, first and second grade teachers. All questions are field-tested; only those with statistically acceptable results become part of the test.

Teachers receive diagnostic information based on each student's test performance. The results are useful to first and second grade teachers for making instructional decisions about their students and programs. An Interpretive Guide accompanies test results and provides helpful information on interpreting scores. The goal is to make testing a positive experience for both first grade students and teachers.

As part of the ongoing process of developing test questions for the first grade tests, the writing guides are reviewed and revised as needed. Based on the latest refinement of test content recommended by teacher committees, this document has been revised to show the range of content and type of question formats that are used. This document is designed to aid teachers in providing effective instruction and promoting good testing practices.

If you have questions about this document, contact the Office of Evaluation and Personnel Development, Assessment Division, Georgia Department of Education.

Please note that these objectives represent only a portion of the reading and mathematics curriculum recommended for Georgia students. For further information, consult the documents entitled Essential Skills for Georgia Schools and Basic Curriculum Content for Georgia's Public Schools, or contact the Office of General and Vocational Instruction, Division of General Instruction, Georgia Department of Education.

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HOW TO USE THIS GUIDE

This guide was designed to familiarize teachers with the first grade reading and mathematics CRT objectives. Each objective is described by:

Assessment Characteristics. The components of each objective are listed and describe appropriate content for inclusion in this test. In addition to content, the contexts (academic or everyday settings) are specified.

Examples for Objectives. Every objective has sample questions for each piece of content that can be tested. The sample questions are not intended to represent every possible format. In addition, the number of examples shown for an objective does not reflect the number of questions which may appear on a test.

Questions that appear in a different typeface (e.g., *Which word belongs with these?*), indicate that they do NOT appear in the student test book. They are read aloud by the examiner.

Some testing terms that may be used are defined as follows:

- the question or open-ended statement (in this case, ***4 minus 1 equals***.) **is called the stem;**

- the answer is referred to as the **key;**

- the wrong options are called **distractors.**

Strategies for Options. For teachers' convenience, the notes in the column next to the distractors are intended to explain why a particular incorrect option was selected for the test question. The notes describe inappropriate or incorrect strategies that students might use in selecting the distractor. For example,

$$\begin{array}{r} 4 \\ -\,1 \\ \hline \end{array}$$ **(Stem)**

●	3	(Key)	o * (Correct response)
o	4	(Distractor)	o Students might miscalculate.
o	5	(Distractor)	o Students might misread the sign and add.
o	6	(Distractor)	o Students might miscalculate.

Strategies in any given example describe a limited number of possible errors that students could make. It is inappropriate to limit consideration of errors only to those represented by the sample questions.

WAYS TO PROMOTE GOOD TESTING

During the School Year . . .

1. Review test objectives so you will understand how they fit with your first grade curriculum.

Review your curriculum and identify how your instructional objectives overlap with the test objectives.

2. Prepare students for the tests.

The best preparation is providing good instruction throughout the school year. Drill on practice test questions should be used on a limited basis only. Students can, however, benefit from learning to:

- follow directions;
- bubble in circles to mark answers, rather than writing them out;
- make neat corrections;
- use scratch paper for figuring--not their test books;
- NOT make any stray marks in test books;
- apply terms associated with testing, such as, *"mark the circle . . ."* *"below,"* *"next to,"* *"number sentence,"* *"graph;"*
- read all four choices before deciding on an answer;
- mark only one answer for each question;
- make a careful, educated guess when they don't know the answer (young children often panic when their answer is not one of the four choices listed).

Suggestions for practice activities:

READING

Provide students with opportunities to read short selections and answer written comprehension questions.

Give students a purpose for reading a short selection. In addition, tell them that they will be given two to three questions to answer about the selection. After students have silently read the passage, have them answer the questions without discussion. Include both explicit and implicit comprehension questions.

After the students have answered the questions, discuss their choices with them. Have students explain why they chose the options they did. This may provide insight into how the students arrived at incorrect answers. Some of their rationales may be reasonable based on their own experiences but are not reasonable based on information contained in the selection. Point out any discrepancies.

Also, discuss with the students their correct answers. Point out clues in the selection for why one choice is correct and others are incorrect. Show students how to skim the selection to locate information that may help them answer the questions.

MATHEMATICS:

Design activities to help students to understand the transition from concrete mathematical experiences to pictorial representations to abstract symbols for the same problem concepts. Instructional activities which provide students opportunities to use different learning modalities (tactile, visual, auditory, etc.) may be helpful.

Sample Activities:

- Talk students through a problem by having students act out the problem with concrete objects (*e.g., 2 students went to the board; 2 more students joined them...*).
- Provide manipulatives to students to help solve problems.
- Write problems on the board (in sentences) as they would look on the test. Then write possible distractors on the board and have students choose the correct options.

  Talk about why the incorrect answers are wrong. Help students understand the relationship between the problem situation, the sentences on the board, and the mathematics involved in the problem.
- Give students problems on paper that look like the testing format. Have them mark the circle next to the answer. Use directions which are typical in the actual test.

3. Build student confidence.

Testing is an evaluation of the learning process. As testing time approaches, it is helpful to

- inform students about the tests;
- stress the importance of coming to school on testing days;
- encourage students to do their best and not be overly anxious about the testing experience.

Before testing . . .

1. Inform parents about testing.

Enlist their cooperation in helping students do their best. At a minimum, parents should be informed of the following:

-- the CRT testing dates;

-- the importance of not putting pressure on their child;

-- general information on the nature of the reading and mathematics tests, as well as the ongoing diagnostic teaching cycle;

-- the importance of having their children attend school and be on time, having had plenty of rest and a good breakfast.

2. Plan ahead to avoid seating arrangement problems.

Consider if the homeroom situation is the best testing environment. Evaluate alternative small-group arrangements carefully with your School Test Coordinator so the best testing situation can be provided for all students.

3. Train proctors (e.g., teacher aides)

Proctors should be used to help distribute and collect the test materials and to monitor students during testing sessions. They should be instructed that they cannot help students determine the answers to questions.

Proctors can help distribute test materials and check to see that students are following instructions throughout each testing session. Emphasize that they cannot help students figure out answers or rephrase questions for them.

4. Review the practice tests thoroughly.

Questions on the practice tests model those on the actual tests. The practice tests usually will be available the week before testing.

When you receive your Test Administration Guide, review the "Discussion" sections for the Practice Tests carefully. These discussions could clarify problems students may have with test directions or format of test questions. It could prevent them from making some of the same mistakes during the actual test made by other students in the past.

During testing . . .

1. Follow directions and testing procedures.

As an examiner, remember that questions may NOT be interpreted for students. Guard against inadvertently giving clues to correct answers when reading questions or when monitoring students as they mark their answers. Under no circumstances are test questions to be rephrased.

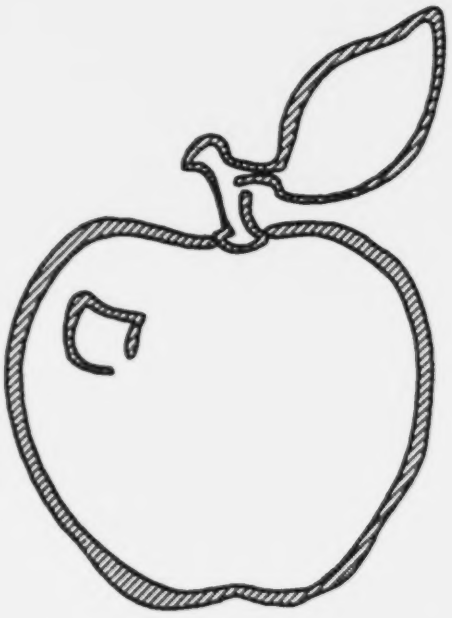
After testing . . .

Be informed about test results.

1. Review the Interpretive Guide to learn:

- how score reports are designed;
- types of diagnostic information;
- why scaled scores are used.

2. Use test results to determine which areas of the curriculum or instruction may need more attention.



Mathematics
Test Content

GEORGIA CRITERION-REFERENCED TESTS
FIRST GRADE MATHEMATICS OBJECTIVES

SKILL AREA: CONCEPT IDENTIFICATION

Objective 1: The student recognizes different names for whole numbers and fractions in an academic or everyday context.

Objective 2: The student identifies relations and properties of sets and numbers in an academic or everyday context.

Objective 3: The student identifies sets of points and their relations and properties in an academic or everyday context.

Objective 4: The student selects customary units to measure time in an academic or everyday context.

Objective 5: The student recognizes elements of sets in an academic or everyday context.

Objective 6: The student recognizes whole numbers in an academic or everyday context.

Objective 7: The student recognizes symbols (+ , −, =) in an academic context.

SKILL AREA: COMPONENT OPERATIONS

Objective 8: The student determines amounts of money in an academic or everyday context.

Objective 9: The student applies customary units to measure time and nonstandard units to measure length in an academic or everyday context.

Objective 10: The student uses the operation of addition in an academic or everyday context.

Objective 11: The student uses the operation of subtraction in an academic or everyday context.

SKILL AREA: PROBLEM SOLVING

Objective 12: The student selects the appropriate operation for a given problem situation in an academic or everyday context.

Objective 13: The student organizes elements of sets in an academic or everyday context.

Objective 14: The student determines sequences in an academic context.

Objective 15: The student interprets data which have been organized in an everyday context.

GEORGIA CRITERION-REFERENCED TESTS
FIRST GRADE MATHEMATICS TEST CONTENT

Skill Area: **Concept Identification**

Objective 1: **The student recognizes different names for whole numbers and fractions in an academic or everyday context.**

Assessment Characteristics:

- **translates words to numerals and the reverse**

  Whole numbers are limited to 1 through 10. Fractions are limited to $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$.

- **interprets region models for fractions**

  Students are asked to select the region model that represents a fraction; they are not asked to select which fraction represents a region model. Fractions are limited to $\frac{1}{2}$, $\frac{1}{3}$, $\frac{2}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$. Regions in distractors may be divided into no more than 5 parts.

- **identifies place value**

  Students are asked to identify place value in several ways. Questions may require the student to identify the number of tens and ones in a given number or in a whole number model. The reverse may be asked also, in which students are asked to identify a standard numeral, given the number of tens and ones or given a model.

  Questions may include objects grouped by tens and ones. No more than 5 tens can be used.

Examples for Objective 1:

Directions for all mathematics questions are read to the students. Unless noted, the directions are included in the test book.

translates words to numerals

Which is seven?

1 2 7 9
○ ○ ● ○

Strategies for Options:

Distractors are other numerals.

---

translates words to fractions

Which is one-half?

$\frac{3}{1}$ $\frac{2}{1}$ $\frac{1}{2}$ $\frac{1}{3}$

○ ○ ● ○

Distractors are other fractions.

---

translates numerals to words

*Which word names the numeral?**

7

five six eight seven
○ ○ ○ ●

Distractors are other one-digit numbers.

---

interprets region models

Which shows $\frac{1}{4}$ of the pie shaded?

● ○

○ ○

* shows $\frac{4}{4}$ shaded

shows $\frac{1}{4}$ NOT shaded

confuses $\frac{1}{4}$ with $\frac{1}{2}$

**Questions written in italics appear only in the examiner's manual and are read to the student.*

Examples for Objective 1:

Strategies for Options:

identifies place value

Which means 61?

- o 6 ones and 1 ten
- ● 6 tens and 1 one
- o 1 ten and 6 ones
- o 61 tens

- o reverses places
- ● *
- o reverses digits
- o misunderstands place value

---

identifies place value

Which means 5 tens and 4 ones?

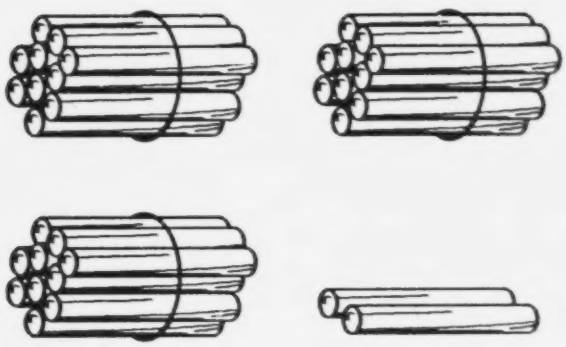
- o 5 + 4
- o 10
- o 45
- ● 54

- o assumes implied addition
- o 5 + 4 + 1
- o reverses digits
- ● *

Examples for Objective 1:

identifies place values

How many sticks are there?



- o 4
- o 23
- ● 32
- o 33

Strategies for Options:

- o four groups shown
- o reverses order
- ● *
- o three bundles shown

GEORGIA CRITERION-REFERENCED TESTS
FIRST GRADE MATHEMATICS TEST CONTENT

Skill Area: **Concept Identification**

Objective 2: **The student identifies relations and properties of sets and numbers in an academic or everyday context.**

Assessment Characteristics:

- **recognizes equivalent sets**

  Students are required to recognize equivalent sets (those that are in one-to-one correspondence).

  Questions do NOT test vocabulary (e.g., *Which sets are in one-to-one correspondence?*).

- **identifies numerical relations**

  Students are asked to identify numerical relations, including the concepts of greater than, less than, and equal to.

  Students may be asked to determine which number

  - is greatest or least;
  - is greater than or less than;
  - is one more than or one less than;
  - comes before or after another number.

  The words *fewer* and *fewest* are not used. Numbers are less than 50. Symbols (< or >) are not used for these questions.

- **recognizes ordinal numbers**

  Students are asked to recognize ordinal numbers that range from first to ninth. The starting point in the sequence is given. The word *from* (e.g., *Which is fifth from the door?*) is avoided.

  The orientation may be: right to left; left to right; top to bottom; bottom to top.

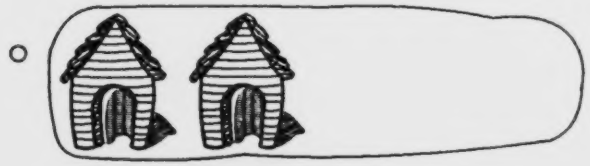
Examples for Objective 2:

Strategies for Options:

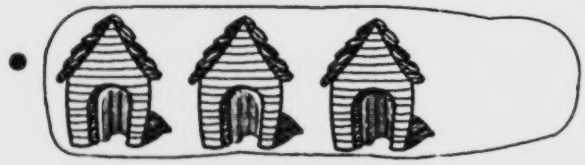
recognizes equivalent sets

Which shows only one house for each dog?

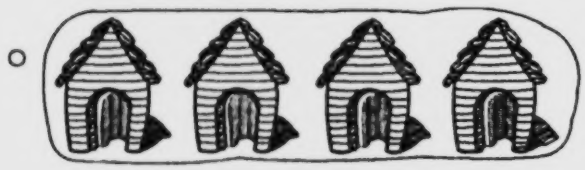
O one house for all dogs



O one fewer house than dogs



● *



O Picture of dogs takes up same space as picture of houses.

---

recognizes numerical relations

Which is greater than 17?

● 19
O 10
O 8
O 7

● *
O confuses less than with greater than
O confuses less than with greater than
O confuses less than with greater than

Examples for Objective 2:

Strategies for Options:

recognizes numerical relations

Which number comes before 38?

● 37	● *
O 39	O confuses after with before
O 47	O 7 comes before 8, ignores tens place
O 49	O confuses after with before

---

recognizes ordinal numbers

Which animal is third in line to go through the door?

O	O confuses first with third
O	O counts third from wrong end
●	● *
O	O confuses fourth with third

Examples for Objective 2:

recognizes ordinal numbers

Which student is first in line to buy a ticket?

- O Sally
- O Mia
- O Luke
- ● Emily

Strategies for Options:

- O confuses starting point
- O confuses third with first
- O confuses second with first
- ● *

GEORGIA CRITERION-REFERENCED TESTS
FIRST GRADE MATHEMATICS TEST CONTENT

Skill Area: **Concept Identification**

Objective 3: **The student identifies sets of points and their relations and properties in an academic or everyday context.**

Assessment Characteristics:

- **identifies sets of points**

  Three-dimensional figures are restricted to cubes and cones.

  Two-dimensional figures are restricted to circles, squares, triangles, and rectangles. Rectangles, squares, and triangles in various orientations may be used.

  Questions do NOT confuse plane and solid shapes (e.g., *referring to a teepee as a triangle*).

- **identifies matching parts**

  Questions require students to select a figure which, when folded along a dotted line, will have matching parts.

- **identifies geometric relations**

  Questions require students to recognize the object that is largest, smallest, longest, shortest, the same size, or the same shape. Sets of points may include objects (e.g., *apples, fish*).

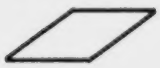
  Questions may include the words *largest, smallest, longest, the same size,* or *the same shape*.

Examples for Objective 3:

identifies sets of points

Which is a triangle?

●

○ 

○

○

Strategies for Options:

● *

○ has 4 sides, but has acute angles like a triangle

○ another shape

○ has 4 sides

---

identifies matching parts

Look at the four pictures. Which picture can be folded along the dotted line so that the two parts match?

○

○

●

○

○ not symmetric

○ not symmetric

● *

○ not symmetric

---

identifies geometric relations

Which is the longest ?

○

○

●

○

○ shorter

○ shorter

● *

○ shorter

GEORGIA CRITERION-REFERENCED TESTS
FIRST GRADE MATHEMATICS TEST CONTENT

Skill Area: **Concept Identification**

Objective 4: **The student selects customary units to measure time in an academic or everday context.**

Assessment Characteristics:

- **selects units to measure time**

  Students are asked to select the appropriate unit of time for measuring a given event. Units are limited to minutes, hours, days, and weeks. *Month* may only be used as a distractor.

  Students may also be asked to select the appropriate instrument to make the measurement. Both digital and standard clocks may be presented.

  Units *(e.g., inch, foot, centimeter, pint, quart , gallon, pound, liter, cup)* or instruments *(e.g., thermometers)* used in measuring length, capacity, weight, or temperature may be used only as distractors in the questions.

Examples for Objective 4:

selects units to measure time

A movie lasts about 2 _____ .

- ● hours
- O minutes
- O months
- O weeks

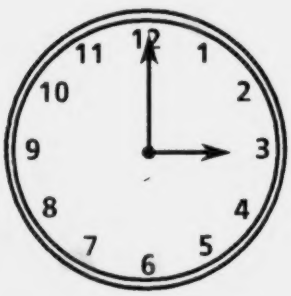
Strategies for Options:

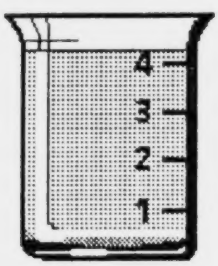
- ● *
- O confuses one unit of measure with another
- O confuses one unit with another
- O confuses one unit with another

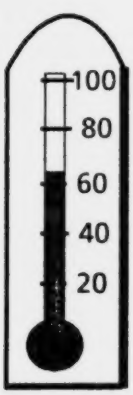
---

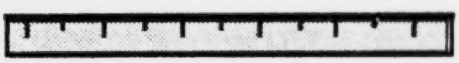
selects instrument to measure time

Which is used to measure time?

- ● 

- O 

- O 

- O 

- ● *
- O measures capacity
- O measures temperature
- O measures length

GEORGIA CRITERION-REFERENCED TESTS
FIRST GRADE MATHEMATICS TEST CONTENT

Skill Area: **Concept Identification**

Objective 5: **The student recognizes elements of sets in an academic or everyday context.**

Assessment Characteristics:

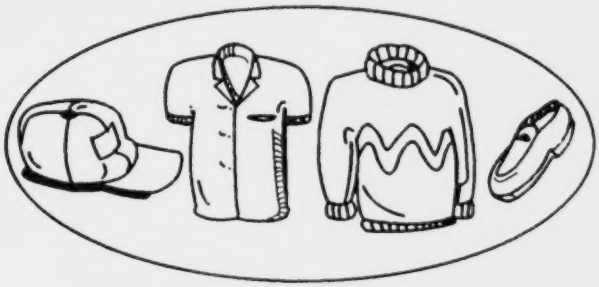
- **recognizes elements of sets**

  Students are presented a set of objects and are asked to choose an element which is a member of a given set, which is not a member, or which could be a member. The rule of set membership must be obvious (i.e., *there should be only one underlying characteristic of the set*).

  The distractors for these question may use objects that have something in common with only one element of the given set.

Examples for Objective 5:

recognizes elements of sets



Mark the circle next to the picture that is in the set.

●

○

○

○

Strategies for Options:

● *

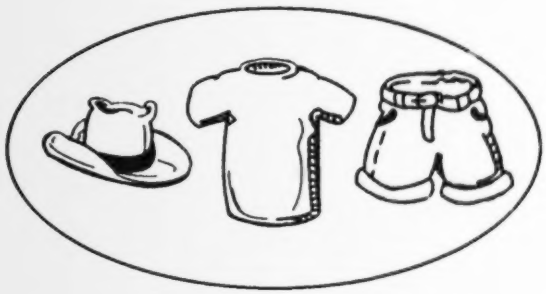
○ article of clothing; connection with shoe

○ connection with baseball cap

○ article of clothing; connection with shirt

Examples for Objective 5:

recognizes elements of sets



Mark the circle next to the picture that could be a member of the set.

○

○

○

●

Strategies for Options:

○ association with play and these clothes

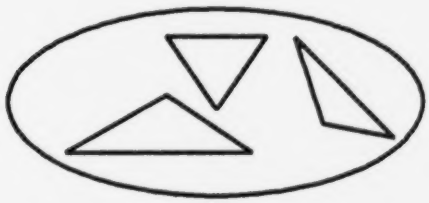
○ association with cowboy hat

○ personal item

● *

Examples for Objective 5:

recognizes elements of sets



Mark the circle next to the picture that could be a member of the set.

○

○ too many sides

○

○ too many sides

○

○ too many sides

●

● *

Strategies for Options:

GEORGIA CRITERION-REFERENCED TESTS
FIRST GRADE MATHEMATICS TEST CONTENT

Skill Area: **Concept Identification**

Objective 6: **The student recognizes whole numbers in an academic or everyday context.**

Assessment Characteristics:

- **recognizes whole numbers**

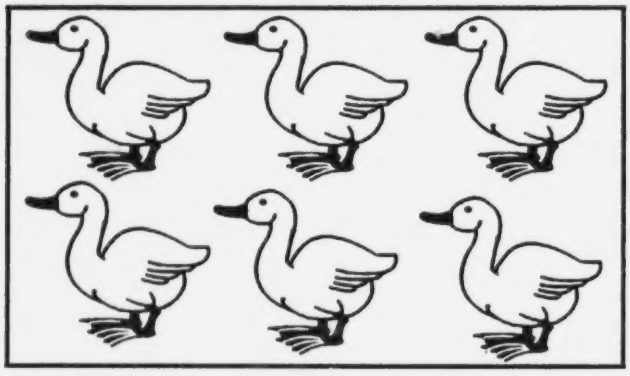
  Questions test whether students understand the concept of number (e.g., *5 stands for a set of five objects*).

  Questions include matching whole numbers to sets and the reverse. Sets have no more than 10 members.

  Students could be asked to count either abstract shapes (e.g., *dots*) or objects (e.g., *cars*).

Examples for Objective 6:

recognizes whole numbers



How many ducks are in the box?

- ○ 3
- ○ 5
- ● 6
- ○ 7

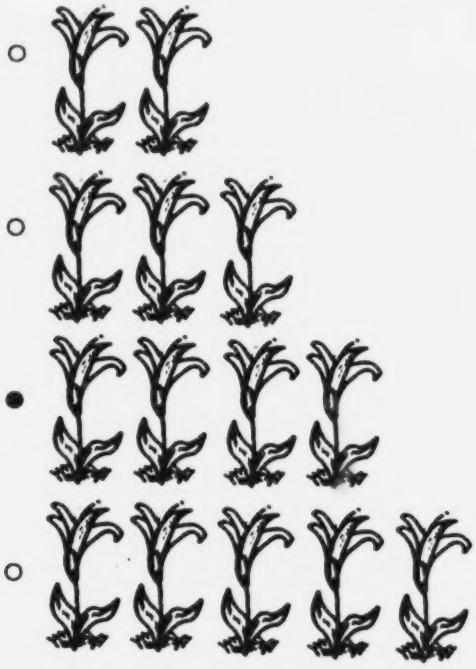
Strategies for Options:

- ○ top row only
- ○ miscounts by 1
- ● *
- ○ miscounts by 1

---

recognizes whole numbers

Look at the number in the box. Mark the circle next to the group that has that many plants.



- ○ two fewer than 4
- ○ one fewer than 4
- ● *
- ○ one more than 4

GEORGIA CRITERION-REFERENCED TESTS
FIRST GRADE MATHEMATICS TEST CONTENT

Skill Area: **Concept Identification**

Objective 7: **The student recognizes symbols (+ , − , =) in an academic context.**

Assessment Characteristics:

- **recognizes symbols**

  Questions require students to select the symbol which completes a number sentence. Either the vertical or horizontal format may be used.

  Only basic number facts less than 10 are used when an operation is involved.

  Other questions ask the student to identify the appropriate symbol by such questions as *"Which symbol means subtraction?"*.

  Options do NOT include $\times$ if $+$ is the answer. Options may use $<$ and $>$.

  Questions do NOT use the format $5 + 5 \square 10$ because $+$ and $-$, as well as $=$, could be used to create an expression.

Examples for Objective 7:

recognizes symbols

Which symbol means addition?

- ● +
- ○ −
- ○ <
- ○ >

Strategies for Options:

- ● *
- ○ another operation
- ○ another number sentence symbol
- ○ another number sentence symbol

---

recognizes symbols

Which symbol belongs in the □?

$$\begin{array}{r} 8 \\ \square\,3 \\ \hline 5 \end{array}$$

- ○ +
- ● −
- ○ =
- ○ >

- ○ another operation
- ● *
- ○ another number sentence symbol
- ○ another number sentence symbol

GEORGIA CRITERION-REFERENCED TESTS
FIRST GRADE MATHEMATICS TEST CONTENT

Skill Area: **Component Operations**

Objective 8: **The student determines amounts of money in an academic or everyday context.**

Assessment Characteristics:

- **recognizes coins and amounts of money**

  Questions require a student to identify the value of coins or the names of coins, including pennies, nickels, dimes, and quarters.

  Some questions may require the student to determine the amount of money represented by a group of coins. No more than 7 coins may be used; the total value of coins must be 25¢ or less.

  Only the heads of coins are shown. Coins are arranged from GREATEST to LEAST in value.

- **recognizes equivalent values of coins**

  Questions may also ask students to determine equivalent values of coins (e.g., *How many nickels are the same as a dime?*).

- **solves word problems**

  Questions require the student to determine the cost of two items. The total must be 25¢ or less.

Examples for Objective 8:

Strategies for Options:

recognizes amounts of money

How much money is shown?

- O 15¢
- ● 19¢
- O 24¢
- O 60¢

- O confuses nickel with penny
- ● *
- O confuses nickel with dime
- O counts all coins as dimes

---

recognizes amounts of money

Which is the same as a quarter?

- O 2 nickels
- O 2 dimes
- O 5 pennies
- ● 5 nickels

- O 2 nickels = 1 dime
- O 2 dimes = 20¢
- O confuses pennies with nickels
- ● *

Examples for Objective 8:

recognizes equivalent values of coins

Mark the circle next to the picture that shows how many nickels are the same as a dime.

○

●

○

○

Strategies for Options:

○ confuses nickel with dime

● *

○ too much

○ 5 nickels = quarter

Examples for Objective 8:

solves word problems involving money

Paul bought an orange for 13¢. Which shows how much money he should give the clerk?

○

○

○

●

Strategies for Options:

○ forgets pennies

○ confuses nickel with quarter

○ forgets dimes

● *

---

solves word problems involving money

Marty bought a pencil for 10¢ and an eraser for 5¢. Which shows how much money he should give the clerk?

○

○

●

○

○ confuses penny with nickel

○ forgets dime

● *

○ forgets nickel

GEORGIA CRITERION-REFERENCED TESTS
FIRST GRADE MATHEMATICS TEST CONTENT

Skill Area: **Component Operations**

Objective 9: **The student applies customary units to measure time and nonstandard units to measure length in an academic or everyday context.**

Assessment Characteristics:

- **applies nonstandard units to measure length**

  Questions may require students to apply nonstandard units to measure length. These questions may require students to determine the length of an object, given a unit and a scale by the object. The object would be aligned with the scale starting at the zero point.

  Other questions may require students to select an object of a specified length, with all four options having a scale beside them.

  A single unit (☐ = 1 unit) may be shown or a series of linked units placed horizontally or vertically next to each object to be measured may be shown.

  Questions may require students to select the correct placement of an instrument to measure length.

- **applies units to measure time**

  Questions may require students to select a clock showing time before or after a given hour or half-hour. Questions may illustrate the position of the hour hand and require the students to select the location of the minute hand or vice versa.

  Questions may require students to identify the number of minutes in an hour or the number of days in a week.

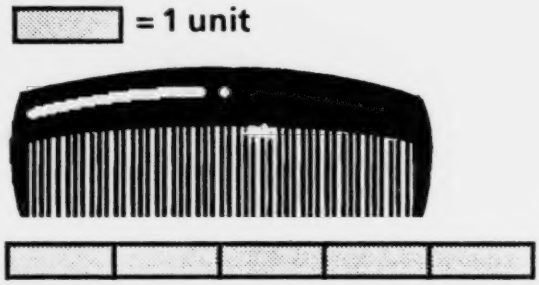
  Times tested maybe in hours or half-hours, but not quarter-hours. The phrasing *two-thirty*, rather than *half-past two*, is used.

  Digital notation may be used. For analog/traditional clock faces, options showing half-hours will not be exactly one hour after the correct option (e g., *if 3:30 is the answer, 4:30 would not be used as an option*).

Examples for Objective 9:

Strategies for Options:

applies nonstandard units to measure length



How many units long is the comb?

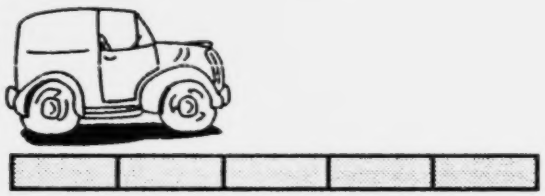
- O 1
- O 3
- ● 4
- O 5

- O 1 unit is shown above the comb
- O miscounts
- ● *
- O total number of units shown

---

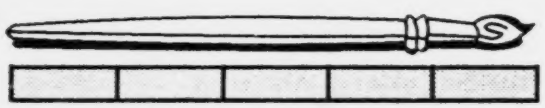
applies nonstandard units to measure length

Which object is only three units long?



- O

- O miscounts



- O

- O miscounts

- ●

- ● *

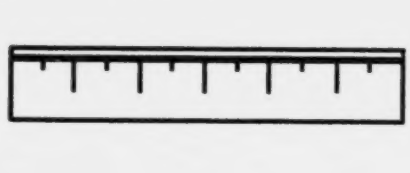
- O

- O miscounts

Examples for Objective 9:

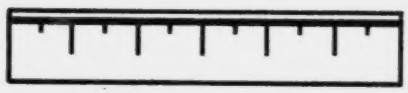
applies nonstandard units to measure length

Which shows the ruler correctly placed to measure the length of the paper clip?

○ 

Strategies for Options:

○ perpendicular to ruler

○ 

○ not aligned parallel to ruler

●

●

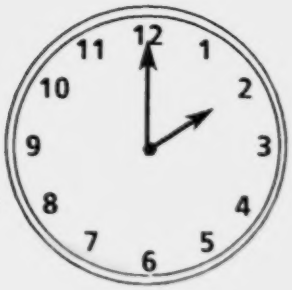
○

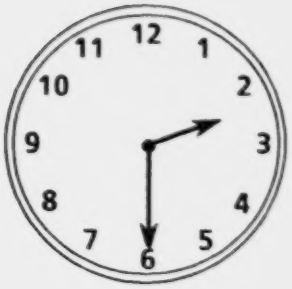
○ not aligned parallel to ruler

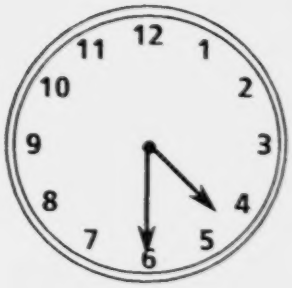
Examples for Objective 9:

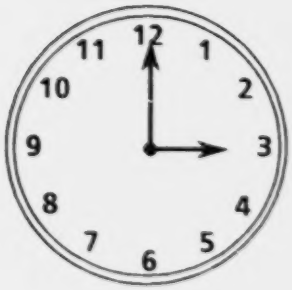
applies units to measure time

Which clock shows two-thirty?

○ 

● 

○ 

○ 

Strategies for Options:

○ correct hour

● *

○ shows half-hour correct

○ next hour

GEORGIA CRITERION-REFERENCED TESTS
FIRST GRADE MATHEMATICS TEST CONTENT

Skill Area: **Component Operations**

Objective 10: **The student uses operation of addition in an academic or everyday context.**

Assessment Characteristics:

- **adds whole numbers**

  Students are asked to add numbers. Problems may be presented horizontally or vertically.

  Up to three one-digit addends may be used with a sum less than 19. (Zero can be an addend. Two numbers with two-digits or a two-digit number and a one-digit number may be added.)

  No renaming is required. No questions are presented with a missing addend (e.g., 4 + □ = 7).

- **solves word problems involving addition**

  The sum in word problems must be no more than 18. Students are not required to rename.

- **uses commutative property of addition**

  Questions require students to apply the commutative property of addition.

Examples for Objective 10:

Strategies for Options:

adds whole numbers

$3 + 5 + 4 = \square$

- ○ 8
- ○ 9
- ○ 11
- ● 12

- ○ 3 + 5 (ignores the 4)
- ○ 5 + 4 (ignores the 3)
- ○ miscalculation
- ● *

---

adds whole numbers

$$\begin{array}{r} 14 \\ +\ 14 \\ \hline \end{array}$$

- ○ 0
- ○ 14
- ○ 26
- ● 28

- ○ subtracts
- ○ repeats numbers given
- ○ miscomputes
- ● *

---

solves word problems using addition

Joy had 3 's. Tim had 2 's.

How many 's did they have in all? Mark the circle next to the answer.

- ○ 1
- ○ 2
- ○ 3
- ● 5

- ○ difference
- ○ number from stem
- ○ number from stem
- ● *

---

uses commutative property

$3 + 4 = \square$

Which makes the number sentence correct?

- ○ 3
- ○ 34
- ○ 4 + 4
- ● 4 + 3

- ○ addend
- ○ joins the numbers
- ○ addend
- ● *

GEORGIA CRITERION-REFERENCED TESTS
FIRST GRADE MATHEMATICS TEST CONTENT

Skill Area: **Component Operations**

Objective 11: **The student uses the operation of subtraction in an academic or everyday context.**

Assessment Characteristics:

- **subtracts whole numbers**

  Questions present subtraction problems either horizontally or vertically. Questions may include one- or two-digit numbers, and include basic facts through 18. Renaming is not required.

- **solves word problems involving subtraction**

  Three types of subtraction situations are included in the word problems: take away, comparison, and add-on.

  Students are not required to rename or group by tens and ones. Computation is limited to the basic facts through 18.

Examples for Objective 11:

Strategies for Options:

subtracts whole numbers

8 – 3 =

O	11	O sum
O	6	O miscalculates
●	5	● *
O	4	O miscalculates

---

word problems involving subtraction
(add-on)

Jill needs 7 books. She has 2 books. How many more books does Jill need?

O	2	O number from problem
●	5	● *
O	7	O number from problem
O	9	O sum

---

word problems involving subtraction
(take away)

Pam had 7 cookies. She ate 2 cookies. How many cookies does Pam have left?

O	2	O number from problem
●	5	● *
O	7	O number from problem
O	9	O sum

---

word problems involving subtraction
(comparison model)

Bill has 7 books. Seth has 2 books. How many more books does Bill have than Seth?

O	2	O number from problem
●	5	● *
O	7	O number from problem
O	9	O sum

FIRST GRADE CRITERION-REFERENCED TESTS
MATHEMATICS TEST CONTENT

Skill Area: **Problem Solving**

Objective 12: **The student selects the appropriate operation for a given problem situation in an academic or everyday context.**

Assessment Characteristics:

- **selects operation of addition or subtraction**

  Students are given a picture illustrating an addition or subtraction situation along with a verbal description of the situation. Students are asked to select the number sentence or expression that describes the picture.

  Solutions do not require renaming.

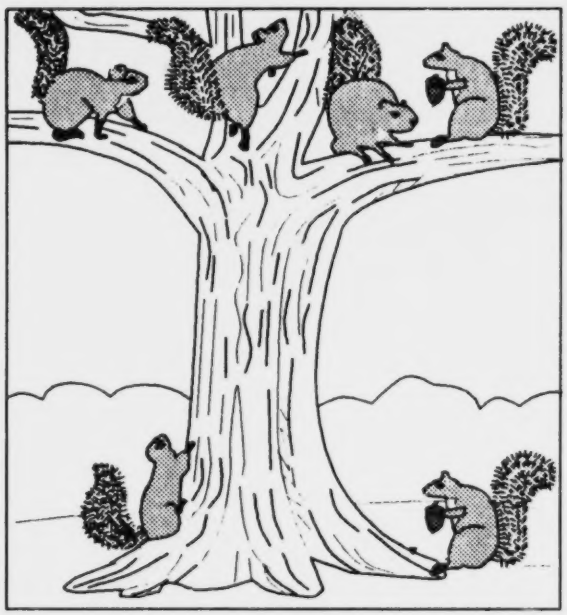
  If it is appropriate for a class, the examiner may substitute *equation* for *number sentence*.

  Before and after pictures may be used.

  Only numbers represented in a single picture are used, i.e., not a combination of numbers from two pictures.

Examples for Objective 12:

selects operation of addition



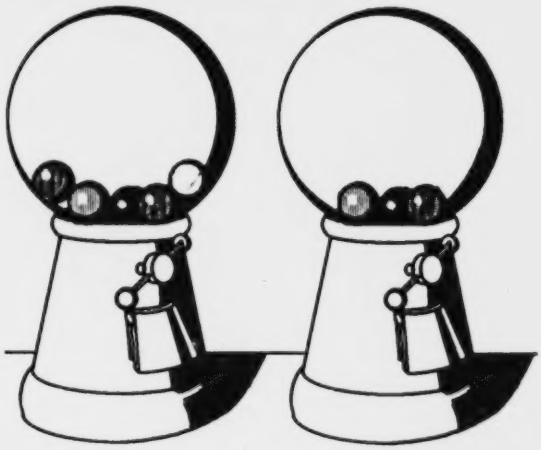
Four squirrels were in a tree. Two more squirrels joined them. Which number sentence (equation) tells how many squirrels there are all together?

○	4 − 2 = 2	○ treats as a subtraction situation
○	6 − 2 = 4	○ treats as a subtraction situation
○	2 + 2 = 4	○ adds wrong numbers
●	4 + 2 = 6	● *

Strategies for Options:

Examples for Objective 12:

selects operation of subtraction



Before **After**

There were 5 gumballs in the machine. Two came out. How many were left?

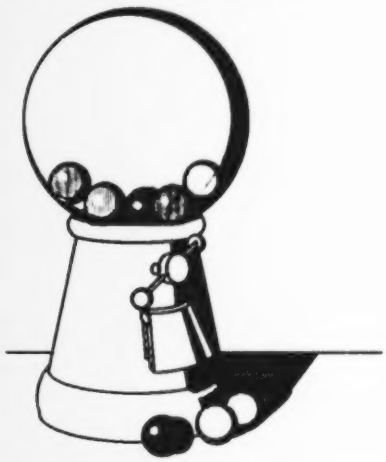
- ○ 5 + 2
- ● 5 − 2
- ○ 5 − 3
- ○ 5 + 3

Strategies for Options:

- ○ addition problem
- ● *
- ○ uses wrong number in problem
- ○ addition problem

Examples for Objective 12:

selects operation of subtraction



There were 8 gumballs in the machine. Three fell out. Which number sentence (equation) tells about the picture?

- ○ 8 + 3 = 11
- ● 8 − 3 = 5
- ○ 5 − 3 = 2
- ○ 3 + 2 = 5

Strategies for Options:

- ○ treats situation as an addition problem
- ● *
- ○ subtracts wrong numbers
- ○ treats as an addition problem, but uses wrong numbers

GEORGIA CRITERION-REFERENCED TESTS
FIRST GRADE MATHEMATICS TEST CONTENT

Skill Area: **Problem Solving**

Objective 13: **The student organizes elements of sets in an academic or everyday context.**

Assessment Characteristics:

- **organizes elements of sets**

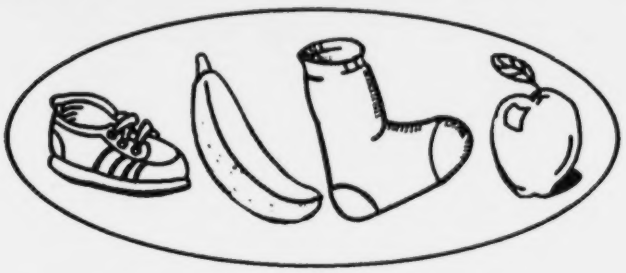
  The universal set should be composed of elements that can be organized according to size, shape, use, or shading.

  Questions do NOT include two-dimensional shapes and solids in the same set (e.g., *balloons and circles*).

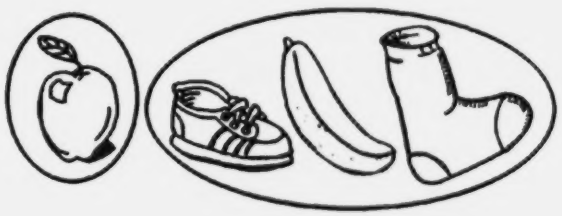
  Organization is based on one factor only (e.g., *things to eat and things not to eat, not things to eat and things to wear*).

Examples for Objective 13:

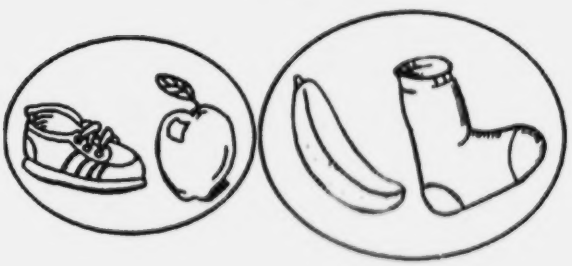
organizes elements of a set



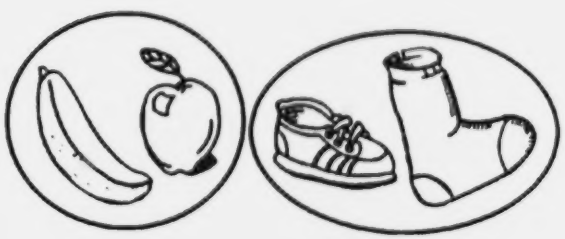
Mark the set that is grouped by things to eat and things not to eat.



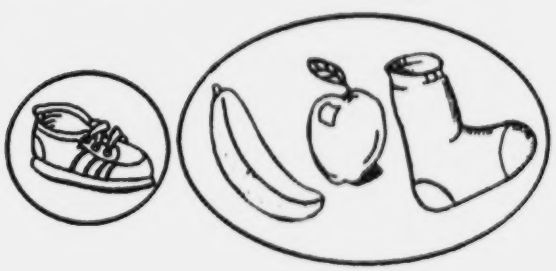
O second set has both



O right and left sets have both



● *



O right set has both

Strategies for Options:

GEORGIA CRITERION-REFERENCED TESTS
FIRST GRADE MATHEMATICS TEST CONTENT

Skill Area: **Problem Solving**

Objective 14: **The student determines sequences in an academic context.**

Assessment Characteristics:

- **determines sequence of numbers or shapes**

  Students are asked to determine the missing elements in sequences of numbers or shapes. Blanks may be used in any position except the first.

  Sequences of numbers may require that students count by ones, twos, fives, or tens. The numbers are presented only in ascending order. Only one- or two-digit numbers are used.

  When shapes are used, the students are required to select the option that completes a pattern. Patterns included are shape, shading, etc.

  Students also may be asked to count by ones, twos, fives, or tens, starting at any multiple of that number. There must be a clear indication of the counting sequence.

- **identifies points on a number line**

  Students are asked to identify points on a number line

  Numbers are in increments of one, two, five, or ten and are less than a hundred.

- **recognizes whole numbers that are in order**

  Students are asked to recognize whole numbers that are in order.

  Most questions have numbers presented in ascending order. Options do not present descending order *(10, 9, 8, 7)* if ascending order is the answer *(7, 8, 9, 10)*.

Examples for Objective 14:

Stategies for Options:

determine sequence of numbers

10, 20, 30, 40, ☐, ☐, ☐, 80

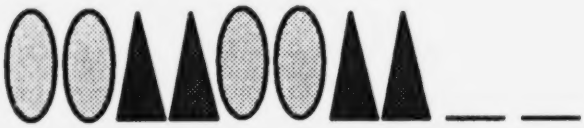
Mark the circle next to the numbers that belong in the boxes.

- ○ 41, 42, 43
- ○ 45, 50, 55
- ○ 50, 51, 52
- ● 50, 60, 70

- ○ counts by ones, beginning with next number
- ○ counts by fives
- ○ counts by ones, beginning with next multiple of ten
- ● *

---

determines sequence of shapes



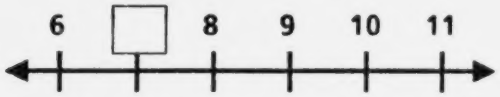
Mark the circle next to the objects that come next.

- ○ — ○ repeats last pair
- ● — ● *
- ○ — ○ another combination
- ○ — ○ another combination

Examples for Objective 14:

Stategies for Options:

identifies points on a number line



Which number belongs in the box?

- ○ 0
- ○ 1
- ○ 5
- ● 7

- ○ empty box = 0
- ○ counts by ones
- ○ next number in descending order
- ● *

---

continues counting

Start at 6 and count by 2's.

6, ☐, ☐

Which numbers belong in the boxes?

- ○ 2, 4
- ○ 7, 8
- ● 8, 10
- ○ 10, 12

- ○ starts at 2
- ○ counts by 1's
- ● *
- ○ skips 8

Examples for Objective 14:

recognizes numbers that are ordered

Mark the circle next to the numbers that are in order.

- ○ 50, 51, 52, 49
- ○ 49, 51, 50, 52
- ○ 49, 50, 52, 51
- ● 49, 50, 51, 52

Stategies for Options:

- ○ 3 elements in order
- ○ 2 elements in order
- ○ 2 elements in order
- ● *

GEORGIA CRITERION-REFERENCED TESTS
FIRST GRADE MATHEMATICS TEST CONTENT

Skill Area: **Problem Solving**

Objective 15: **The student interprets data which have been organized in an everyday context.**

Assessment Characteristics:

- **interprets graphs**

  Questions require students to read simple bar graphs and pictographs. All graphs have a title. All rows and columns are labeled. Bar graph units are clearly marked across the entire graph. In a pictograph, the picture represents only one unit.

  Some questions require simple interpretation beyond direct reading (e.g., *How many more marbles does John have than Sue?*).

  When students are asked to use the information in the graphs, they may be using numbers from bars that are not adjacent (*see example question about Marie and Ted, page 53*).

Examples for Objective 15:

interprets graphs

Carrots Eaten

Children's Names	Number of Carrots
Marie	
Bob	
Ted	

= 1 Carrot

How many carrots did Bob eat?

- ○ 1
- ○ 3
- ● 4
- ○ 8

Stategies for Options:

- ○ number Ted ate
- ○ number Mary ate
- ● *
- ○ total number eaten

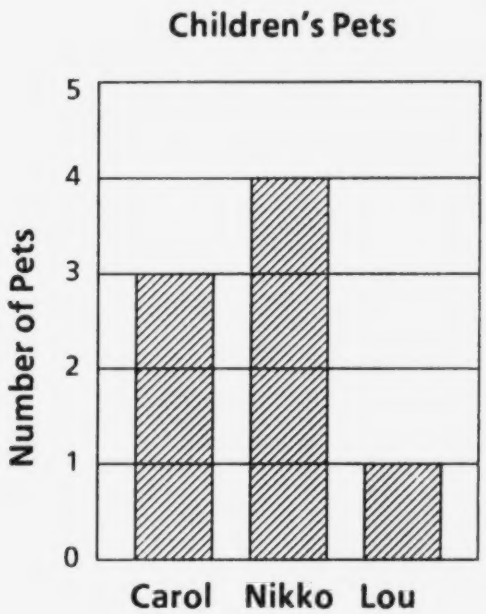
How many more carrots did Marie eat than Ted?

- ○ 1
- ● 2
- ○ 3
- ○ 4

- ○ number Ted ate
- ● *
- ○ Bob (4) – Ted(1) or number Marie ate
- ○ number Bob ate

Examples for Objective 15:

interprets graphs



How many pets do Lou and Nikko have together?

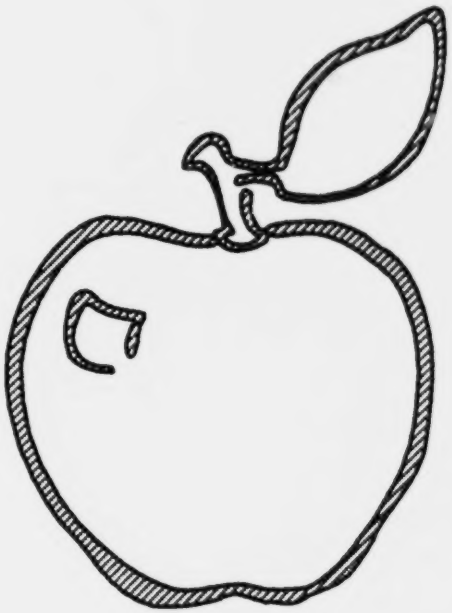
- ○ 1
- ○ 3
- ○ 4
- ● 5

Stategies for Options:

- ○ number of pets Lou had
- ○ number of pets Carol had
- ○ number that Nikko had
- ● *

-- NOTES --

5.1



Reading
Test Content

GEORGIA CRITERION-REFERENCED TESTS
FIRST GRADE READING OBJECTIVES

Skill Area: **Concepts for Reading**

Objective 1: The student distinguishes between letters and words, words and sentences, left and right, and beginnings and endings of words in an academic context.

Objective 2: The student matches beginning sounds, ending sounds, rhyming words, and letters in an academic context.

Objective 3: The student selects letters representing beginning sounds, letters representing ending sounds, and single vowel sounds in an academic context.

Skill Area: **Literal Comprehension**

Objective 4: The student recognizes explicitly stated main ideas, details, sequences of events, and cause and effect relationships in an academic or everyday context.

Objective 5: The student identifies the main character in an academic or everyday context.

Objective 6: The student interprets instructions in an academic or everyday context.

Skill Area: **Inferential Comprehension**

Objective 7: The student selects syntactically and semantically appropriate words to complete sentences in an academic context.

Objective 8: The student classifies words in an academic context.

Objective 9: The student recognizes implicitly stated main ideas, details, sequences of events, and cause and effect relationships in an academic or everyday context.

Objective 10: The student makes predictions in an academic or everyday context.

FIRST GRADE CRITERION-REFERENCED TESTS
READING TEST CONTENT

Skill Area: **Concepts for Reading**

Objective 1: **The student distinguishes between letters and words, words and sentences, left and right, and beginnings and endings of words in an academic context.**

Assessment Characteristics:

The words used in these questions reflect the reading vocabulary of a beginning reader. The teacher reads each question to the students. The stem does not appear in the students' test books, only the options.

- **letters and words**

  Students are asked to distinguish between letters and words by selecting which option is a word or which is not a word.

  Upper and lower case letters are not mixed in the same question.

  Distractors do not include single letters which, when pronounced, duplicate the name of a word (e.g., *b, c, k, n, p, t, u*). Distractors may use multiple letters when the answer is a word.

- **words and sentences**

  Students are asked to distinguish between words and sentences by counting how many words or sentences are presented in a box or by selecting which of four options is a sentence.

- **left and right**

  Students are asked to make left-right distinctions in the context of sentences or of pages in a book (i.e., *identifying the page or location on which to start reading*).

- **beginnings and endings**

  Students are asked to distinguish between beginnings and endings of words by selecting the letter that is either at the beginning or end of a word.

Examples for Objective 1:

letters and words

*(Look at the four choices. Which one is a word?)**

f an w ee

o ● o o

Strategies for Options:

o letter
● *
o letter
o double letters

---

letters and words

*(Look at the four choices. Which one is not a word?)**

o it
● cc
o at
o zoo

o word
● *
o word
o word

---

words and sentences

*(Look at the box.
How many sentences are in the box?)**

The dog is brown and white.

1 2 6 21

● o o o

● *
o number of lines
o number of words
o number of letters

---

words and sentences

*(Which one is not a sentence?)**

● Tad fast.
o She jumped.
o Jack ran fast.
o Blue skies are pretty

● *
o sentence with only 2 words; same number used in the answer
o sentence
o sentence

* *Text in this type style does not appear in the student test book.*

Examples for Objective 1:

Strategies for Options:

words and sentences

(Look at the box.
*How many words are in the box?)**

He walked in the rain. It was very cold.

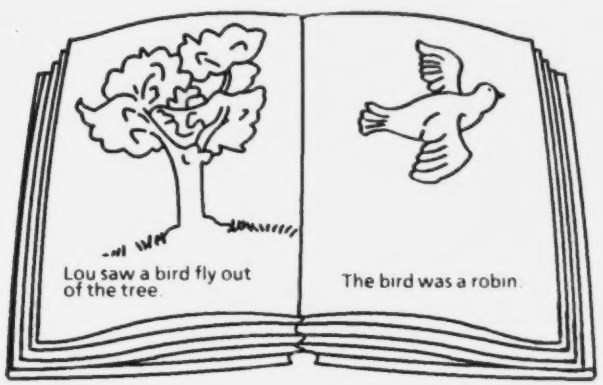
- O 2
- O 3
- ● 9
- O 30

- O number of sentences
- O number of lines
- ● *
- O number of letters

---

left and right

(Look at the picture of the book. Which is the first word to read?)



- ● Lou
- O The
- O tree
- O robin

- ● *
- O first word of second page
- O last word on first page
- O last word on second page

Examples for Objective 1

left and right

(Mark the circle below the first word of the sentence.)

Ken saw a bird.

● ○ ○ ○

Strategies for Options:

● *
○ second word in sentence
○ third word in sentence
○ fourth word in sentence

---

beginnings and endings

(Which is the last letter of the word in the box?)

grass

● s
○ r
○ g
○ a

● *
○ second letter of *grass*
○ first letter of *grass*
○ only vowel in the word

---

beginnings and endings

(Which is the first letter of the word in the box?)

giant

○ a
● g
○ i
○ t

○ a letter in the word
● *
○ first vowel
○ last letter

FIRST GRADE CRITERION-REFERENCED TESTS
READING TEST CONTENT

Skill Area: **Concepts for Reading**

Objective 2: **The student matches beginning sounds, ending sounds, rhyming words, and letters in an academic context.**

Assessment Characteristics:

Sounds are always presented in the context of a word. The teacher reads each question and options aloud. However, only the options appear in the student test book.

The words used in these questions reflect the reading vocabulary of a beginning reader. Words commonly affected by dialect variations are not used in questions (e.g., *pin* and *pen*; *catch* [*ketch*] and *stretch*).

- **beginning sounds**

  Words with single vowel and consonant sounds, including hard and soft sounds of *c* and *g*, and digraphs may be included. Students are not asked, however, to distinguish between voiced and voiceless digraphs (e.g., *this* and *think*).

  In cases of hard and soft sounds, the match is with words beginning with the same letter (e.g., *city* and *cent* not *city* and *see*).

  Distractors may include words which contain the sound to be matched but in other positions. (Note example for *bat*, where answer is *bake*, but *tab* is a distractor).

- **ending sounds**

  Words with single consonant sounds may be included. Students are not asked to identify the ending sound of a word ending in a vowel or consonant digraph.

  Distractors may include words which contain the sound to be matched but in another position. (Note example for *fan*, where answer is *run*, but *not* is a distractor).

- **rhyming words**

  Students are asked to match rhyming words.

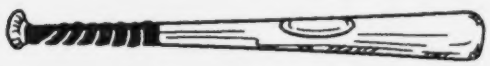
- **letters**

  Students are asked to identify letters. Upper and lower case letters may be included, but not in the same question.

Examples for Objective 2:

beginning sounds

*(Which word begins with the same sound as "bat"? Listen to the words: bake, fat, tab, take.)**



- ● bake
- ○ fat
- ○ tab
- ○ take

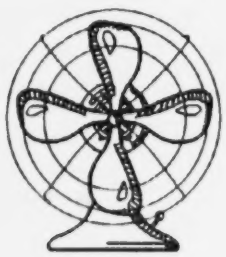
Strategies for Options:

- ● *
- ○ rhymes with bat
- ○ ends with *b*
- ○ begins with ending sound of bat

---

ending sounds

*(Which word ends with the same sound as "fan"? Listen to the words: bat, run, for, not.)**



- ○ bat
- ● run
- ○ for
- ○ not

- ○ same vowel
- ● *
- ○ begins with *f*
- ○ begins with *n*

---

rhyming words

*(Which word rhymes with "patch"? Listen to the words: pat, check, that, match.)**

- ○ pat
- ○ check
- ○ that
- ● match

- ○ begins like *patch*
- ○ begins like *patch* ends
- ○ same vowel sound
- ● *

---

letters

*(Mark the circle below the letter "p.")**

g	j	p	q
○	○	●	○

- ○ visual similarity
- ○ other letter with tail
- ● *
- ○ reversal of *p*

**Text in this type style does not appear in the student test book.*

FIRST GRADE CRITERION-REFERENCED TESTS
READING TEST CONTENT

Skill Area: **Concepts for Reading**

Objective 3: **The student selects letters representing beginning sounds, letters representing ending sounds, and single vowel sounds in words in an academic context.**

Assessment Characteristics:

Sounds always are presented in the context of words, never in isolation. The teacher reads each question stem; only the options appear in the student test book. When the options are words, they also are read to students.

- **letters representing beginning sounds**

  Only words with single consonants are used, not those with blends or consonant digraphs.

- **letters representing ending sounds**

  Only words with single consonants are used, not those with blends or consonant digraphs.

- **single vowel sounds**

  Only words with single vowel sounds are used. Words containing vowel digraphs (e.g., *pool*) are not used.

Examples for Objective 3:

Strategies for Options:

beginning sounds

*(Which letter stands for the sound at the beginning of the word "house"?)**

- O s
- O w
- ● h
- O e

- O letter in *house*
- O sound in *house*
- ● *
- O letter in *house*

---

ending sounds

*(Which letter stands for the sound at the end of the word "smart"?)**

- O r
- O m
- ● t
- O s

- O letter in *smart*
- O letter in *smart*
- ● *
- O beginning letter in *smart*

---

single vowel sounds

*(Which word has the same vowel sound as tip? Listen to the words: if, tie, top, up.)**

- ● if
- O tie
- O top
- O up

- ● *
- O long *i*
- O begins and ends the same as *tip*
- O ends like *tip*

FIRST GRADE CRITERION-REFERENCED TESTS
READING TEST CONTENT

Skill Area: Literal Comprehension

Objective 4: The student recognizes explicitly stated main ideas, details, sequences of events, and cause and effect relationships in an academic or everyday context.

Assessment Characteristics:

Students must read a passage to answer these questions. The main idea and details are explicitly stated in the passage. Most distractors use information/details stated in the passage. Sometimes, however, information not directly stated in the passage is used as a distractor. If information is not stated, the incorrect responses are logical and plausible based on the information contained in the passage.

- **explicit main ideas**

  The main idea states a major point of a passage. An explicit main idea is directly stated in a single sentence.

  The main idea may be verbatim or a minimal paraphrase of the actual sentence (e.g., verb would be the same, but may be a different tense; word order might be changed; a non-essential phrase might be omitted).

- **explicit details**

  Detail questions include information important to overall passage comprehension. Detail items may include, but are not limited to, questions which ask for the setting or location of specific events in the passage. Trivial information should not be used for questions.

  Explicit detail questions draw on information presented in a single sentence in the text.

- **explicit sequences of events**

  Sequence of events questions may ask about any stated event in a sequence. Sequences are relevant for overall passage comprehension. Events in the text are presented in actual or temporal order of occurrence (e.g., *The streets are wet. It stormed last night.* would be reordered to read: *It stormed last night. The streets are wet.*)

  Signal words like *first, last, before, after* must be included in the passage for the sequence to be explicit. Questions do not require students to numerically order a series of events.

  Words which function as signal words may be used in the passage as adjectives (e.g., *Jerry ate the first apple*). In such a case, a question, *Who ate the first apple?* is considered a detail rather than a sequence of events item.

- **explicit cause and effect relationships**

  Cause and effect questions reflect the relationship between two events, people, or situations. Relational terms (e.g., *because, so, since*) are used to show the relationship. In the question, either the cause or effect may be presented in the stem, but not both.

Examples for Objective 4:

Jackie liked to play her horn in the school band. Her friend Ella played a drum in the band. They played every day after school.

One day Ella told Jackie about a baseball game. The band was going to play at the game. Jackie and Ella wanted to play at the game. They wanted to play for all their friends.

explicit main ideas

What is the story mostly about?

- ● Jackie and Ella liked to play in the school band.
- O Jackie and Ella were going to a baseball game.
- O Jackie's friend Ella played a drum in the band.
- O Jackie played her horn every day after school.

explicit details

What does Jackie play?

- O baseball
- O drum
- O game
- ● horn

Strategies for Options:

- ● *
- O implied in passage
- O sentence from passage
- O sentence from passage

- O baseball mentioned
- O Ella played drums
- O game mentioned
- ● *

Examples for Objective 4:

Strategies for Options:

The children were playing ball on a hill by Rico's house. Rico's dog, Shag, was watching. When Joey hit the ball near Shag, he caught the ball! Rico and Joey ran after the dog, but they could not catch him. The children had to play another game because Shag ran away with the ball.

explicit cause and effect relationships

Why did the children play another game?

O Shag was watching.	O detail true prior to event
O The ball rolled down a hill	O logical, reference to where they were playing
● Shag ran away with the ball.	● *
O Rico and Joey ran after the dog	O detail in the passage

The big day was here! Kent and his big brother, Jessie, packed the car. They were going camping for two days.

When they got to the woods, Kent and Jessie put up the tent. "That was fun. What do we do now, Jessie?"

"We will build a fire to cook supper."

Kent said, "Great! I'll find the sticks by myself!" Kent felt brave. He was not far from camp when he heard a loud noise. "Bears!" he thought. After Kent heard the noise, he dropped his sticks and ran back to find Jessie.

explicit sequence of events

What did Kent do after he heard the noise?

O ran to the car	O possible not plausible
O put up the tent	O did that earlier
O found some sticks	O did that earlier
● dropped the sticks	● *

FIRST GRADE CRITERION-REFERENCED TESTS
READING TEST CONTENT

Skill Area: **Literal Comprehension**

Objective 5: **The student identifies the main character in an academic or everyday context.**

Assessment Characteristics:

- **main character**

  Students are asked to identify the main character of a passage.

  The passage must contain adequate information so that a main character can be clearly identified by name.

  Questions require the students to choose from among four persons rather than animals or objects.

Examples for Objective 5:

Strategies for Options:

main characters

Lee promised Mom that she would put her toys away today. Her room looked messy. Just as Lee started to work, Sue and Harry came over to play. But Lee did not forget her promise. Before Sue and Harry left, the children put the toys away. Now Lee's room looks neat!

Who is the main person in the story?

- O Harry
- ● Lee
- O Mom
- O Sue

(Alternate question)

Who is the story mostly about?

- O Harry
- ● Lee
- O Mom
- O Sue

all names mentioned in passage

FIRST GRADE CRITERION-REFERENCED TESTS
READING TEST CONTENT

Skill Area: **Literal Comprehension**

Objective 6: **The student interprets instructions in an academic or everyday context.**

Assessment Characteristics:

- **instructions**

  Students are asked to identify which picture shows that directions were correctly followed. Directions appear in the student book and are also read aloud by the teacher.

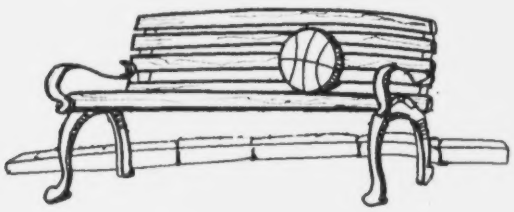
  One or two step instructions are presented.

  Students are asked to use positional words *(e.g., on, top, behind)* when interpreting directions.

Examples for Objective 6:

Mrs. Gray told Billy to put the basketball under the bench. Which shows Billy did what Mrs. Gray asked?

○



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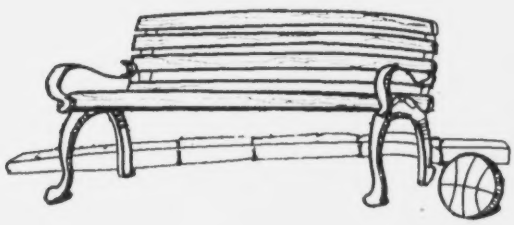
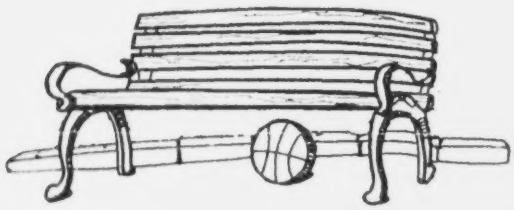
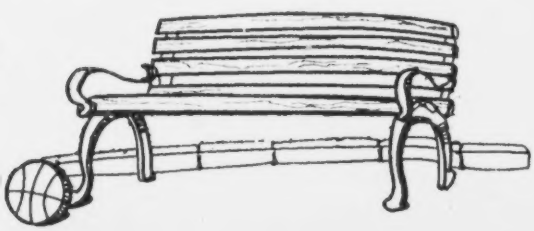


●



○



Strategies for Options:

○ ball is on the bench

○ ball on ground but not under bench

● *

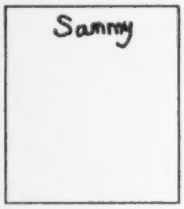
○ ball on ground but not under bench

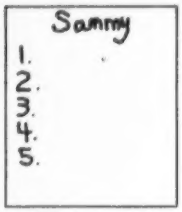
71

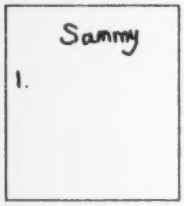
Examples for Objective 6:

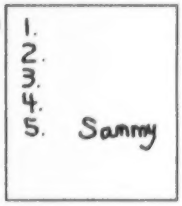
instructions

Miss Green told the children to print their names on the top of their papers and to number from 1 to 5.
Which shows that Sammy followed instructions?

○ 

● 

○ 

○ 

Strategies for Options:

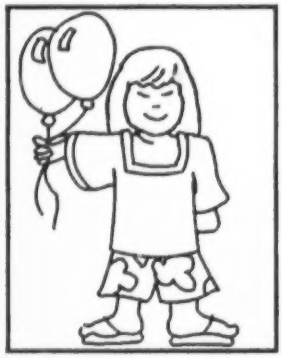
○ name only
● *
○ only one number
○ numbers placed correctly

---

instructions

Li asked her big sister to draw a picture of a girl holding two balloons in one hand. Which shows the picture Li wanted?

○

● 

○

○

○ two balloons pictured

○ hand featured

● *

○ holding one balloon

FIRST GRADE CRITERION-REFERENCED TESTS
READING TEST CONTENT

Skill Area: **Inferential Comprehension**

Objective 7: **The student selects syntactically and semantically appropriate words to complete sentences in an academic context.**

Assessment Characteristics:

Questions present a sentence with one word omitted. The blank would never fall at the beginning of the sentence.

- **syntax**

  Students are required to select the verb form that fits syntactically in a sentence. Language patterns that may be affected by dialect variations (e.g., *She does her work.* vs. *She do her work.*) are not included.

- **semantics**

  Semantic relationships refer to selecting nouns that fit in the context of a sentence. Students are asked to complete a sentence in which a word has been omitted.

Examples for Objective 7:	Strategies for Options:
syntax	
(Which word belongs in the blank?)	
Douglas was late, so he had to _____ to school.	
O ran	O another form of the verb
● run	● *
O runs	O another form of the verb
O running	O another form of the verb
semantics	
(Which word belongs in the blank?)	
For lunch Maria ate a _____.	
O nickel	O syntactically acceptable but not edible
● peach	● *
O pencil	O students sometimes chew pencils
O tree	O syntactically acceptable but not edible

FIRST GRADE CRITERION-REFERENCED TESTS
READING TEST CONTENT

Skill Area: Inferential Comprehension

Objective 8: The student classifies words in an academic context.

Assessment Characteristics:

- **classifies words**

  A group of three words are presented and students are asked to select another word that belongs with the group. The words used are within the beginning reader's vocabulary.

Examples for Objective 8	Strategies for Options
classifies words	
*Which word belongs with these?**	
apple, banana, pear, _____	
O cookie	O sweet, but not fruit
O meat	O food, but not fruit
O milk	O food, but not fruit
● orange	● *

**Text in this type style does not appear in the student test book.*

FIRST GRADE CRITERION-REFERENCED TESTS
READING TEST CONTENT

Skill Area: **Inferential Comprehension**

Objective 9: **The student recognizes implicitly stated main ideas, details, sequences of events, and cause and effect relationships in an academic or everyday context.**

Assessment Characteristics:

Students must read a passage to answer these questions. Information needed to answer the questions is implicit, or not directly stated, in the passage. Most distractors use information / details mentioned in the passage. If information is not stated, the incorrect responses are still logical and plausible based on the information contained in the passage.

- **implicit main ideas**

  The main idea states the major point of a passage. An implicit main idea must be inferred from more than one sentence. The main idea may be asked in terms of which is the best title for a passage.

  Pronoun referents used in passages at this grade make test questions implicit. For example, if a passage read, *Meg went on vacation. She had a wonderful time.* and the main idea statement is *Meg had a wonderful time on vacation.* the question is considered implicit, rather than explicit.

- **implicit details**

  Detail items focus on information relevant to overall passage comprehension. Detail items may include, but are not limited to, questions which ask for the setting or location of specific events in the passage. Trivial information is not used for questions.

  An implicit detail is not found directly in the passage. For example, in a passage about school, a sentence could read, *"When Sam went home from school, he walked by John's house."* But the question *"When did Sam walk by John's house?"* would require the answer *"after school."*

- **implicit sequences of events**

  Sequence of events questions may ask about any event in a sequence. Sequence should be relevant for overall passage comprehension. Events in the text are presented in actual order of occurrence (e.g., *It stormed last night. The streets are wet.* not *The streets are wet. It stormed last night.*)

  Students are asked to identify an implicit sequence of events. Signal words (e.g., *first, next*) are omitted.

  A question asking students to predict the last event in a series is a prediction (Objective 10).

- **implicit cause-effect relationships**

  Cause and effect questions are based on a relationship between two events, persons or situations. The events are always stated, but the relationship is implicit because a signal word (e.g., *because, since*) is not used.

Examples for Objective 9:

Sally wanted a kitten for a pet. She had asked her mother many times if she could have one. One day when she came home after school, she found a kitten in her backyard. Sally ran into the house to find her mom.

"Oh, Mama," Sally cried, "May I keep the kitten?"

Her mom said, "Yes, the kitten is yours, Sally." Sally couldn't wait to play with her new pet. She ran back outside.

Strategies for Options:

implicit main ideas

What is the best title?

O Pets Are Fun	O Kittens are pets.
O Mother's Pet	O The kitten was Sally's pet.
● Sally's New Pet	● *
O Sally Comes Home	O detail

implicit main ideas *(alternate wording)*

(alternate wording)

This story is mostly about

O playing with pets.	O related idea, logical
● Sally and her new pet.	● *
O a new kitten for mother.	O The kitten was for Sally.
O coming home from school.	O detail from passage

implicit details

When did Sally find the kitten?

● in the afternoon	● *
O in the morning	O another logical time
O at lunchtime	O another logical time
O at night	O another logical time

implicit cause-effect relationships

Why did Sally run back outside?

O It was a warm day.	O logical reason
O It was time for school.	O school was mentioned
● Her new pet was there.	● *
O Her mother asked her to go out and play.	O logical reason

Examples for Objective 9:

The big day was here! Kent and his big brother, Jessie, packed the car. They were going camping for two days.

After they got to the woods, Kent and Jessie put up the tent. "That was fun. What do we do now, Jessie?"

"We will build a fire to cook supper."

Kent said, "Great! I'll find the sticks by myself!" Kent felt brave. He was not far from camp when he heard a loud noise. "Bears!" he thought. After Kent heard the noise, he dropped his sticks and ran back to find Jessie.

Strategies for Options:

(This passage also appears in Objective 4 with an explicit sequence of events and in Objective 10 with an example of a prediction.)

implicit detail

How did Kent feel after he heard the noise?

O brave	O He felt brave at first.
O happy	O He was happy about the trip.
● scared	● *
O sleepy	O They will sleep later.

implicit main idea

What is the story mostly about?

● Kent and Jessie went camping.	● *
O Kent and Jessie put up the tent.	O detail
O Jessie packed the car.	O detail
O Kent felt brave.	O detail

Examples for Objective 9:

Dad was going to cook dinner. He walked into the kitchen. The pan was already on the stove. First, Dad got out the chicken. He put flour on each piece of chicken. Dad turned on the stove and put the chicken in the pan. He watched while the chicken cooked.

implicit sequence of events

What did Dad do after he put the chicken in the pan?

O turned on the stove	O happened before
● watched the chicken	● *
O put flour on the chicken	O happened before
O walked into the kitchen	O happened before

Strategies for Options:

FIRST GRADE CRITERION-REFERENCED TESTS
READING TEST CONTENT

Skill Area: **Inferential Comprehension**

Objective 10: **The student makes predictions in an academic or everyday context.**

Assessment Characteristics:

- **predictions**

  Students are asked to predict a future event which is the next most likely event based on the information or clues stated in a passage. A prediction is the last, but unstated, event in a series of events.

Examples for Objective 10:

predictions

Meg was going to a party. Meg's mother called her to come inside and take a bath. Then, Meg put on clean clothes. When she was ready, she got her present and said, "I'm ready to eat cake and ice cream!"

What will Meg do next?

O eat lunch	O possibly, but cake and ice cream not lunch food
O take a bath	O mentioned in passage
● go to a party	● *
O go to school	O usually clean up to go to school

The big day was here! Kent and his big brother, Jessie, packed the car. They were going camping for two days.

After they got to the woods, Kent and Jessie put up the tent. "That was fun. What do we do now, Jessie?"

"We will build a fire to cook supper."

Kent said, "Great! I'll find the sticks by myself!" Kent felt brave. He was not far from camp when he heard a loud noise. "Bears!" he thought. After he heard the noise, he dropped his sticks and ran back to find Jessie.

(This passage also appears in Objectives 4 and 9. Passages often appear in the test with questions from more than one objective.)

makes predictions

What will happen next?

O The boys will unpack the car.	O event stated in passage
O Kent will look for more sticks.	O possible not plausible
● Kent will tell Jessie about the noise.	●
O Kent will help Jessie put up the tent.	O event stated in passage

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